



Grades 6-12
Arkansas
Disciplinary Literacy Standards
Resource for History/Social Studies
2016

Introduction

The Grades 6-12 Arkansas Disciplinary Literacy Standards for History/Social Studies describe the requisite knowledge and skills for reading and writing in history/social studies subjects. They are built from the same anchor standards as the Arkansas English Language Arts Standards, which support alignment of the reading and writing standards across the disciplines. Disciplinary literacy should not be confused with the content area of English Language Arts. Developing literacy skills is a shared responsibility across all content areas as each discipline provides reading and writing instruction as appropriate for its domain. These standards are divided into Reading and Writing strands for conceptual clarity; however, the processes of communication are closely connected and should be integrated during instruction. This document contains the English Language Arts Anchor Standards for Reading and Writing, as well as the grade band specific reading and writing standards for history/social studies accompanied by teacher notes to provide guidance.

The goal of these standards is to prepare students for success as they enter the workforce or higher education institutions. To be ready for college, workforce training, and civic life in a global society, students need the ability to answer and develop good questions, plan inquiries, evaluate sources, separate evidence-based claims from opinions, use evidence, apply disciplinary concepts, and communicate conclusions.

The Reading and Writing Standards for History/Social Studies allow flexibility for teachers in the content areas (e.g., history, government, economics, geography). Through exposure to a variety of text types (e.g., photographs, tables, graphs, charts, maps, cartoons, artifacts, primary sources, documents) and text structures (e.g., sequential, chronological, cause/effect, problem/solution) students increase reading comprehension and further their understanding of the purpose of the text. Writing in the social studies content areas is mainly explanatory or argumentative. For example, explanatory writing might include a description of how a bill becomes a law, or an account of a historical event that corroborates information from a variety of primary and secondary sources. In argumentative writing students make a claim, address counterclaims, and substantiate their claims with evidence from a variety of sources.

While the Reading and Writing Standards for History/Social Studies support literacy, they do not take the place of content standards; instead, they support content acquisition through reading and provide opportunities to demonstrate learning and communication skills through writing.

The Arkansas Department of Education academic standards are intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. The standards are not a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

How the Anchor Standards are Labeled

R

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CCR

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1

The letter in the first position of the anchor standard numbering system represents the strand:

Reading (R)

Writing (W)

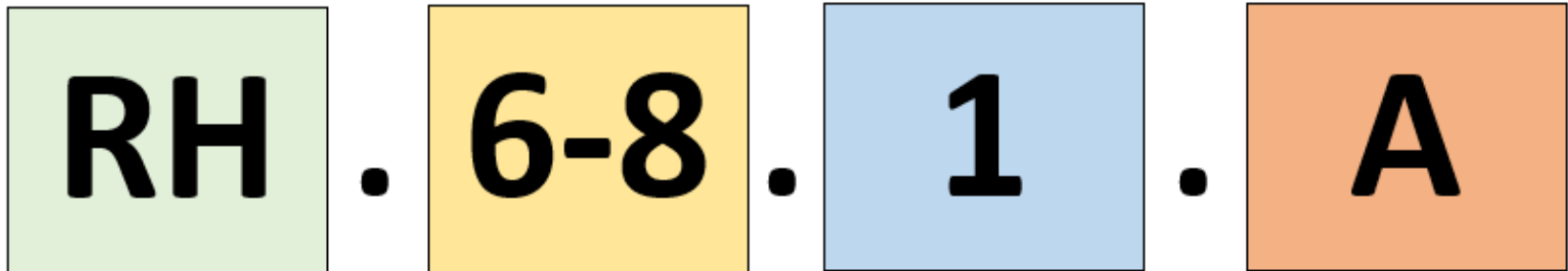
Speaking and Listening (SL)

Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the Disciplinary Literacy Standards are Labeled



The letter in the first position represents the strand.

Reading: History/Social Studies Texts (RH)

Reading: Science and Technical Texts (RST)

Writing: History/Social Studies, Science, or Technical Texts (WHST)

The numbers in the second position represent the grade band.

The number in the third position represents the standard.

Some standards are broken into segments that are represented by a letter in the fourth position.

Arkansas Anchor Standards for Reading 6-12

The Arkansas Disciplinary Literacy Standards for college and career readiness on the following pages define what students should understand and be able to do by the end of the grade span. They correspond by number to the Arkansas Anchor Standards for college and career readiness. The Arkansas Anchor Standards for college and career readiness and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in economics, geography, government, history, and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. For example, students need to be able to analyze, evaluate, and differentiate a variety of types of primary and secondary sources in history and social studies classes. Students need to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. They need to read complex informational texts (e.g., maps, artifacts, documents, tables, graphs, photographs) with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies		
Grades 6-8	Grades 9-10	Grades 11-12
Key Ideas and Details		
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Teacher Notes: Overview for Key Ideas and Details RH.1, 2, and 3; Grades 6-8, 9-10, and 11-12.		
RH.6-8.1,2,3 Key Ideas and Details Overview: Social studies primary and secondary sources may not explicitly state the main idea(s) or clearly express the relationships between ideas in texts. Students need instruction and support when reading a	RH.9-10.1,2,3 Key Ideas and Details Overview: Social studies primary and secondary sources may not explicitly state the main idea(s) or clearly express the relationships between ideas in texts. Students need instruction and support when reading a	RH.11-12.1,2,3 Key Ideas and Details Overview: Social studies primary and secondary sources may not explicitly state the main idea(s) or clearly express the relationships between ideas. As students read a variety of documents, they should be able to identify the

<p>variety of documents to analyze text structures, determine the context, source texts (determine who wrote the text, when, why, and for what audience), and analyze different interpretations of an account in order to corroborate information. Students also need instruction and extra support in annotating texts in order to examine information in a variety of sources and text types.</p> <p>Students should begin to come to terms with contradictory evidence. A graphic organizer that asks students to interpret a text by identifying the type of document, structure, author, date written, document source, point of view or perspective, main idea, and impact that the document has on the reader may assist students in comprehending the text. These elements, when identified, lend a deeper understanding of the purpose and impact such texts have on the past and/or contemporary events. Teachers should model analyzing a text to make connections between events or ideas and how they relate to each other over the course of the text.</p> <p>The above strategies, when applied, lend a deeper understanding of the purpose and impact a text, whether a primary or secondary source, has on the past and/or contemporary events.</p>	<p>variety of documents to analyze text structures, determine the context, source texts (determine who wrote the text, when, why, and for what audience), in addition to determining the context and analyzing different interpretations of an account. Students should be able to analyze text to make connections between events and/or ideas and how they relate to each other over the course of the text.</p> <p>Students should begin to draw conclusions as to why and how evidence is contradictory. Students should interpret a text by identifying the type of document, structure, author, date written, document source, point of view, main idea, and impact that the document has on the reader, which leads students to ask questions and guide further research for a deeper understanding. Students may need support in annotating, marking, and charting the text in order to analyze textual information, whether they are primary or secondary sources.</p> <p>The above strategies, when applied, lend a deeper understanding of the purpose and impact a text, whether a primary or secondary source, has on the past and/or contemporary events.</p>	<p>main idea and supporting details within the text in addition to determining the context and the relationships among details and ideas. Students should be able to analyze text to make connections between events and/or ideas, how they relate to each other over the course of the text, and gain insight from specific details the author uses within the text. Students should analyze textual information and the evidence presented. Having students use close reading strategies such as asking “What claims does the author make? What evidence does the author use?” (See SHEG Historical Thinking Chart linked in Suggested Resources below) assist students in gaining insight and comprehending the text as a whole.</p> <p>Students should draw conclusions as to why and how evidence is contradictory. Teachers should model how to corroborate or consider details across multiple sources to determine points of agreement and disagreement. Students should ask “What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable?” (See SHEG Historical Thinking Chart linked in Suggested Resources below) in order to evaluate various explanations for actions or events and determine which explanation supports the textual evidence.</p> <p>The above strategies, when applied, lend a deeper understanding of the purpose and impact a text, whether a primary or secondary source, has on the past and/or contemporary</p>
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events.

Teacher Notes: Content specific examples for RH.1, 2, and 3; Grades 6-8, 9-10, and 11-12.

RH.6-8.1,2,3; RH.9-10.1,2,3; RH.11-12.1,2,3

History

Historians study the past, change over time, and are concerned with the continuous, systematic narrative and research of previous events.

- Examples of primary sources include: diaries, personal letters, photographs, artifacts (e.g., uniforms, weapons, pottery, art), records, maps, oral histories, eyewitness accounts, propaganda leaflets)
- Examples of secondary sources include: newspaper accounts, government reports, accounts from persons who talked with a primary source, maps constructed from primary source descriptions, documentaries, memoirs, essays

Civics & Government

Political scientists study the origin, development, and operation of political systems. They also research political ideas and analyze the structure and operation of governments, policies, political trends, and related issues.

- Examples of primary sources include: seminal U.S. documents, court cases, laws, minutes of organizational meetings, speeches
- Examples of secondary sources include: Supreme Court Opinions based on law, political cartoons, speeches, propaganda leaflets

Geography

Geographers study the spatial perspective (the “where”) using a variety of tools including geospatial technology. They study human cultures and examine the interaction of physical and human systems with the Earth.

- Examples of primary sources include: various types of maps (e.g., physical, political, climate, topographic), aerial photographs, travel guides, personal narratives
- Examples of secondary sources include: journal articles, folktales, CIA World Fact Book, National Geographic magazines, aerial photographs, digitally-rendered spatial data in a geographic information system (GIS)

Economics

Economists study how limited resources, goods, and services are produced and distributed and how societies, governments, businesses, and people choose to use and allocate resources.

- Examples of primary sources include: Census records, artifact or pieces of text created in the time period being studied, stock market data
- Examples of secondary sources include: newspaper reports, charts, graphs, interpretations of a primary source, analysis of monetary and fiscal policy

Suggested Resources:

Sam Wineburg’s Historical Thinking Chart http://sheg.stanford.edu/upload/V3LessonPlans/HT%20Skills%20chart_0.pdf

Building Literacy in Social Studies by Donna Ogle, Ron Klemp, & Bill McBride, ASCD, c2007.

Reading Like a Historian: Teaching Literacy in Middle & High School History Classrooms by Sam Wineburg, Daisy Martin & Chauncey Monte-Sano,

Teachers College, Columbia University, c2013.

Reading, Thinking and Writing About History by Chauncey Monte-Sano, Susan DeLaPaz & Mark Gelton, Teachers College, Columbia University, c2014.

Reading Standards for Literacy in History/Social Studies

Grades 6-8	Grades 9-10	Grades 11-12
Craft and Structure		
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Teacher Notes: Overview for Craft and Structure RH.4, 5, and 6; Grades 6-8, 9-10, and 11-12.		
RH.6-8.4,5,6 Craft and Structure Overview: Students need to understand academic and discipline specific vocabulary, structure of texts, and point of view to aid comprehension of	RH.9-10.4,5,6 Craft and Structure Overview: Students need to understand academic and discipline specific vocabulary, structure of texts, and point of view to aid comprehension of	RH.11-12.4,5,6 Craft and Structure Overview: Students need to understand academic and discipline specific vocabulary, structure of texts, and point of view to aid comprehension of

<p>informational text. Students will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history, economics, geography, and civics/government.</p> <p>Authors use a variety of text structures (cause/effect, chronology, compare/contrast, order of importance, problem/solution, sequence/process, spatial/descriptive) and text features (bold print, overlays, preface) to organize information. As students understand how text structures function, they are able to identify the purpose of the text and predict the type of information that will come next allowing them to better interpret and comprehend the intended meaning. See appendix for definitions of text structures and text features.</p> <p>An aspect often challenging to students is the evaluation of authorial point of view which can include: measuring credibility, legitimacy, reliability, and pertinence of the source. Experts read historical texts and understand the literal meaning of the author's words but use inferences to understand the subtext as well. Choices of words, text structure, and text features control the central idea and the reader's perception.</p> <p>Students need opportunities to gather information by creating graphic organizers appropriate for collecting evidence based on a specific text type allowing them to take notes and organize information in a logical way to enhance understanding.</p> <p>Suggested Resource: " Ways to Teach About Informational Text". Barbara A. Marinak and Linda B. Gambrell. <u>Social Studies and the Young Learner</u> 22 (1), pp. 19–22</p>	<p>informational text. Students will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history, economics, geography, and civics/government.</p> <p>Authors use a variety of text structures (cause/effect, chronology, compare/contrast, order of importance, problem/solution, sequence/process, spatial/descriptive) and text features (bold print, overlays, preface) to organize information. As students understand how text structures function, they are able to identify the purpose of the text and predict the type of information that will come next allowing them to better interpret and comprehend the intended meaning. See appendix for definitions of text structures and text features.</p> <p>An aspect often challenging to students is corroboration, the comparison of two or more authors' points of view on one topic which can include: measuring credibility, legitimacy, and reliability; examining the pertinence of the source; establishing what is true by comparing documents to each other; and recognizing disparities between two accounts. Students need assistance in asking what other pieces of evidence say and whether there are other versions of the story. Experts read historical texts and understand the literal meaning of the author's words but use inferences to understand the subtext as well. Choices of words, text structure, and text features control the central idea and the reader's perception.</p> <p>Students need opportunities to gather and analyze information. They need to create graphic organizers appropriate for collecting evidence based on a specific text type allowing them to take notes and organize information in a logical way to</p>	<p>informational text. Students will determine the meaning of words and phrases as they are used in a text, and as the meanings change over the course of the text. At times this is a subtle shift in meaning and students may need assistance in recognizing how and why the change in meaning occurs.</p> <p>Authors use a variety of text structures and text features to organize information. As students understand how text structures function, they are able to identify the purpose of the text and predict the type of information that will come next allowing them to better interpret and comprehend the intended meaning. See appendix for definitions of text structures and text features.</p> <p>A challenging aspect to students is corroboration, the comparison of two or more authors' points of view on one topic which can include: measuring author credibility, legitimacy, and reliability; examining the pertinence of the source, author's claims, and evidence presented by comparing documents to each other; and recognizing disparities among multiple accounts. Students may need some assistance in analyzing and corroborating authors' claims, reasoning, and evidence from multiple sources. They also need to continue asking what other evidence is available and whether there are other perspectives of the event. Experts read historical texts and understand the literal meaning of the author's words but use inferences to understand the subtext as well. Choices of words, text structure, and text features control the central idea and the reader's perception.</p> <p>Students need opportunities to gather and analyze information. They need to collect evidence based on specific text types, take notes, and organize</p>
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©2009 National Council for the Social Studies	enhance understanding.	information in a logical way to enhance understanding and use of the information.
Reading Standards for Literacy in History/Social Studies		
Grades 6-8	Grades 9-10	Grades 11-12
Integration of Knowledge and Ideas		
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts.	RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Teacher Notes: Overview for Integration of Knowledge and Ideas RH.7, 8, and 9; Grades 6-8, 9-10, and 11-12.		
RH.6-8.7,8,9 Integration of Knowledge and Ideas Overview: Students must be given many opportunities to interact with multiple print and visual texts in order to recognize the variety of ways that information is presented.	RH.9-10.7,8,9 Integration of Knowledge and Ideas Overview: Students should understand that visual information in a text conveys both ideas and information to a reader. Students must begin examining, comparing, and integrating	RH.11-12.7,8,9 Integration of Knowledge and Ideas Overview: Students should examine evidence presented by the author and be able to determine the validity of the evidence and reasoning. Having students practice close reading skills by asking questions of

<p>Students need assistance in distinguishing among fact, opinion, and reasoned judgement as well as how perspective shapes what an author says. In history and social studies classes the texts used often contain well-crafted arguments in which opinion is not easily discernable from fact.</p> <p>A primary source is a first-hand account or source of information that was created at the time of the event or situation.</p> <p>A secondary source is one that was created later by someone who did not experience first-hand or participate in the events or situation. For the purposes of a social studies research project, secondary sources are generally scholarly books and articles.</p> <p>Authors write from a specific perspective whether they are a primary or secondary source. There are disparities and similarities among multiple texts on the same person, event, or topic depending on the author. Students must be guided in corroborating information from multiple sources.</p>	<p>measurable or numerical information presented in a variety of formats (e.g., charts, tables, research data, GIS data) with the print or digital text.</p> <p>Students should examine evidence presented by the author and be able to determine the validity of the evidence and reasoning. Having students practice close reading skills by asking questions of the text such as, "What claims does the author make? What evidence does the author use to support those claims? How does this document make me feel? What words or phrases does the author use to convince me that he/she is right? What information does the author leave out?"(SHEG Historical Thinking Chart) assists students in assessing the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>Students must be given many opportunities to interact with multiple texts in order to compare how different texts present data about the same topic and to recognize disparities and similarities (corroborating) among multiple texts.</p>	<p>the text assists students in evaluating an author's premises, claims, and evidence or reasoning. Students should practice analyzing disparities and similarities (corroborating) among multiple texts.</p> <p>Students are able to take information from multiple sources, diverse points of view, and a variety of text types in order to create new understandings about a topic or event.</p>
<p>Teacher Notes: Content specific examples for RH.7, 8, and 9; Grades 6-8, 9-10, and 11-12.</p>		
<p>Examples of primary and secondary sources can be found under Key Ideas and Details RH.6-8.1, 2, 3 in the teacher notes examples for each of the four content areas.</p> <p>RH.6-8.7,8,9; RH.9-10.7,8,9; RH.11-12.7,8,9</p> <p>History</p> <p>Examples of multiple sources of information for use in the classroom are: photographs, maps, newsreels, artifacts, Library of Congress print resources, articles from electronic databases like ProQuest and EBSCO Host</p> <p>Civics & Government</p> <p>Examples of multiple sources of information for use in the classroom are: an artist's sketch of a trial, political cartoon, courtroom videos, C-Span videos of Congress and the Senate</p> <p>Geography</p> <p>Examples of multiple sources of information for use in the classroom are: Google Earth, NASA space view of earth, diagrams of the layers of the earth,</p>		

oceanographic videos, geographic information system (GIS) data

Economics

Examples of multiple sources of information for use in the classroom are: Stock Market data, media charts and graphs, Bureau of Labor Statistics, U.S. Debt Clock.Org, Federal Reserve data

Reading Standards for Literacy in History/Social Studies

Grades 6-8

Grades 9-10

Grades 11-12

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.

RH.9-10.10

By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9–10 text complexity band independently and proficiently.

RH.11-12.10

By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11–CCR text complexity band independently and proficiently.

Teacher Notes: Overview for Range of Reading and Level of Text Complexity RH.10; Grades 6-8, 9-10, and 11-12.

RH.6-8.10; RH.9-10.10; RH.11-12.10

Range of Reading Resources Overview:

Three measures should be included in a text complexity analysis: quantitative, qualitative, and reader and task. All three text complexity measures are fully described in Appendix A on pages 4-16, which can be found at the following link:

http://www.corestandards.org/assets/Appendix_A.pdf

Supplement to Appendix A has more current research than the text complexity information found in the original Appendix A and may be accessed at the following link: <http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity-revised.pdf>

Arkansas Anchor Standards for Writing

The Grades 6-12 standards for disciplinary literacy on the following pages define what students should understand and be able to do by the end of the grade span. They correspond by number to the Arkansas Anchor Standards for college and career readiness. The Arkansas Anchor Standards for college and career readiness and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to produce complex and nuanced writing. They need to be able to use technology

strategically when creating, refining, and collaborating on writing. They must become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analyzing sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards for Literacy in History/Social Studies

Grades 6-8	Grades 9-10	Grades 11-12
Text Types and Purposes		
<p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1d Establish and maintain a formal style.</p>	<p>WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,</p>	<p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the</p>

<p>WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>and between claim(s) and counterclaims.</p> <p>WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the</p>	<p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or</p>

<p>WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.2e Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST.6-8.3 Not applicable as a separate requirement</p>	<p>audience's knowledge of the topic.</p> <p>WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 Not applicable as a separate requirement</p>	<p>other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3 Not applicable as a separate requirement</p>
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Teacher Notes: Overview for Text Types and Purposes WHST.1, 2, and 3; Grades 6-8, 9-10, and 11-12.

WHST.6-8.1,2,3; WHST.9-10.1,2,3; WHST.11-12.1,2,3

Text Type and Purposes Standard Overview:

For students in a social studies classroom, writing should be a means of asserting and defending claims as well as showing what they know about an event/person/topic.

While the standards address the construction of written arguments and explanatory/informational texts, it is important for teachers to provide instruction concerning the prewriting process which includes: developing a claim or a topic; gathering, evaluating, citing, and organizing evidence; utilizing a graphic organizer or informal outline; and creating a draft (not necessarily in paragraph form). Teachers should offer a compelling question that lends itself to student responses to an argumentative or informational prompt.

It is critical that students are taught how to use technology and how to incorporate graphic representations that are appropriate to support comprehension of the prose they write. Students must also be able to communicate their conclusions in larger venues (e.g., small groups, classroom, school, public).

Standard 3 is not included as a separate standard in disciplinary literacy.

Writing Standards for Literacy in History/Social Studies		
Grades 6-8	Grades 9-10	Grades 11-12
Production and Distribution of Writing		
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Teacher Notes: Overview for Production and Distribution of Writing WHST.4, 5, and 6; Grades 6-8, 9-10, and 11-12.		
WHST.6-8.4,5,6; WHST.9-10.4,5,6; WHST.11-12.4,5,6 Production and Distribution of Writing Overview: Students should be provided with multiple opportunities to communicate ideas and conclusions in a variety of appropriate formats for the social studies classroom such as document based question essays, multimedia presentations, cartoons, visual representations, or authentic writing (e.g., fact-based memoir, letter to the editor, petition, political statement, prepared speech, timeline). Writing should include drafts, revisions, and final products. Students should be held accountable for communicating clearly, developing and organizing their thoughts and		

ideas, and selecting the most significant way to address audience and purpose. Teachers should continue to model the writing process, when necessary, including prewriting (graphic organizers can be helpful in organizing thoughts and evidence), revising (including working with peers to revise drafts), and editing. Students should be provided with opportunities to use available technology to produce, publish and display, revise their writing, and link to additional information. Teachers need to take into consideration that not all writing assignments need to be in final, polished essay or prose format.

Writing Standards for Literacy in History/Social Studies		
Grades 6-8	Grades 9-10	Grades 11-12
Research to Build and Present Knowledge		
WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.6-8.9 Draw evidence from information to support analysis, reflection, and research.	WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Teacher Notes: Overview for Research to Build and Present Knowledge WHST.7, 8, and 9; Grades 6-8, 9-10, and 11-12.

WHST.6-8.7,8,9; WHST.9-10.7,8,9; WHST.11-12.7,8,9

Research to Build and Present Knowledge Overview:

These standards focus on text-based research and analysis that uses relevant evidence from several texts and include multiple perspectives. Students will conduct research to answer compelling and supporting questions that allow for a variety of responses.

Students should be taught how to determine what evidence is reliable and relevant to the task and how to use appropriate evidence when presenting research in Grades 6-8 building and refining these skills as they progress through Grade 12. They should also be given multiple opportunities to use search terms in Grades 6-8 progressing to using advanced searches effectively by Grades 11-12.

Teachers should include clear instruction on citing evidence using a standard format and avoidance of plagiarism within the student's work. School librarians and ELA teachers are an invaluable resource for assistance in teaching citation and techniques for avoiding plagiarism.

Writing Standards for Literacy in History/Social Studies		
Grades 6-8	Grades 9-10	Grades 11-12
Range of Writing		
WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Teacher Notes: Overview for Range of Writing WHST.10; Grades 6-8, 9-10, and 11-12.		
WHST.6-8.10; WHST.9-10.10; WHST.11-12.10 Range of Writing Overview: The focus of social studies writing assignments is to communicate thoughts, ideas, findings, analysis, and corroboration of selected sources of information that lead students to deeper understandings of the past and how it affects the present and future events. Examples of routine writings or writing over extended periods could be journal entries, notes taken on reading passages and texts, letters, pamphlets, maps, charts, editorials, graphic or visual representations, essays, annotated timelines, research projects, or summative assessments that evolve over the course of an Inquiry. These writings are not the same types of writing that a student would produce (extended or shorter) in an English Language Arts (ELA) classroom. Nor are these writings scored and graded in the same manner as in an ELA class.		

Contributors

The following people contributed to the development of the disciplinary resource documents:

Laura Beth Arnold	Little Rock School District
Casey Buck	Conway Public Schools
Anna Gouveia	Bentonville Public Schools
Lisa Lacefield	Valley View Public Schools
Jan Loyd	Cabot Public Schools
Nanette Nichols	Wilbur D. Mills Educational Service Cooperative
Cynthia Outlaw	Camden Fairview School District
Sarah Pugh	Bentonville Public Schools
Terri Taylor	Hazen School District
Pam Vaughan	Camden Fairview School District
Tammy Winslow	Crowley's Ridge Educational Service Cooperative